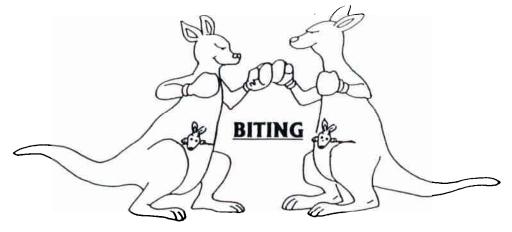


Increase Your Toddler Care Vocabulary Coup d'etat: the overthrow of the existing government by a small body. (Or make that several small bodies - all clammerimg for attention.) fug: the stuffy atmosphere of a hot crowded poorly ventilated space. (Time for outdoor play!) sectator: a usually devoted follower. (The operative word in toddler sectators is "usually"!) biblioclast: a destroyer or mutilator of books. (How else does a prereader "devour" literature?) pooh-bah: a person in high position or of great influence. (Applies to providers and parents, though not always accepted by toddlers.) Rawhead: a monstrous hobgoblin often used to threaten children. (No, vegetables do not fall in this catagory...) hidrosis: excretion of sweat; perspiration. (An unavoidable lubricant in child care, contributing to the fug.) Augean: extremely difficult and usually very distasteful. (Sharing, Also, zippers, buttons, potties, sharing, shoes, vegetables, forks, sharing...) prentice: not fully skilled or trained; inexpert. (May apply to both child and caregiver; did any of us receive instructions?1 babblative: pointlessly or annoyingly talkative; garrulous. (You spend 12 hours a day with short people and try sounding coherent then!) larmoyant: given to tears or weeping: tearful. (May apply to either child or caregiver when the prentice sectator is posed with an Augean task, producing hydrosis and leaving the pooh-bah in a babblative

-Compiled with child care comments by Lita Kate Haddal.

state until the fug lifts.)

The Wisconsin Child Care Information Center is a project funded by The Bureau for Children, Youth and Families **Division of Community Services** Wisconsin Department of Health and Social Services



Two very pregnant mothers of toddlers stood nearly nose to nose and belly to belly, the one gasping from the sheer unfairness of the situation, the other embarrassed and angrily defensive. Both were demanding action and not likely to get it from the two-year-olds they both held. The one mother was left breathless by the sight of her darling daughter, mouth wide open in a silent scream, tears rolling down her cheeks, over the red outline of teeth marks fast becoming purplish-blue. The other mother, wanting a quick solution and return to normalcy for her own toddler son-now-biter, quite unreasonably snapped, "Well, tell her not to let him do it!" When the wail at last reached the surface, conversation became impossible and they quickly parted company. Just as well, too, for the two friends were well on their way to saying things they would regret. What had started as a coffee klatch for the moms and a play time for the toddlers had turned into a territorial battlefield, for both moms and tots.

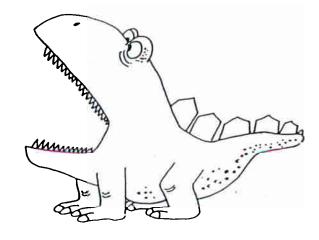
What could these two young mothers do? Recognizing when, where and with whom the biting most frequently occurs is the first step in gaining control over the situation so as to avoid repeat performances. "Unpracticing" the behavior by redirecting interest before the aggravation peaks, and physically barring the biter access to the "bitee" are immediate steps one can take. Both require a "drop-everything-and-hover" approach on the part of the caregiver. Trying to stay calm is the hard part. Unfortunately, in this case, the moms never really patched the breach. Had they had more experience, they would have realized that for a relatively short period of time, until the biting child had acquired some language power, they would need to pay very close attention and be in very close proximity to their children. They might have chosen to meet in a park, where space and distraction is abundant, or walked their children in strollers while having their chats, so as to minimize the temptation and proximity of the two tots. They may even have found it best to have grown-ups-only get-togethers or telephone visits for a while. They would have seen their two tots pass through a not uncommon phase and become harmonious playmates.

Unfortunately, in a caregiving situation, we cannot "part company". But the rules for observing, anticipating and avoiding the confrontation are the same. When a toddler has word power, he discovers he has a new hammer to clobber with, and the biting will taper off, the bad habit forgotten as new allowable behavior is compensated. "Dummy!", cried at the top of one's voice, brings a new range of exciting responses from playmates and a surge of power. Of course, for the adult caregiver, that brings yet another new conflict to resolve, doesn't it?

by Lita Kate Haddal, editor CCIC Child Care Specialist

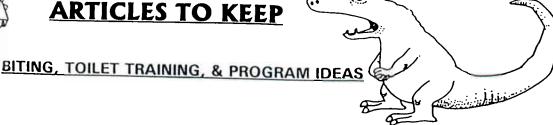
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ARTICLES TO KEEP

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- HELP! WHAT DO I DO ABOUT A CHILD WHO BITES? Grace Mitchell, Ph.D. Scholastic Early 1. Childhood Today, August/September 1993. Common sense advice and reasons for children at different ages to be reacting by biting.
- BITING. Lorna Aaronson. Family Day Care FOCUS, 4 C's of Dane County. September 1983. 2. A glimpse into the thought process of a biting toddler may help in understanding why toddlers bite and how to stop them.
- THE SMOOCHER. Bob Rodin. Parents'. Sometimes a toddler's loving enthusiasm becomes 3. painful when the kiss turns into a bite.
- WHEN A CHILD BITES. Eda LaSham. Woman's Day, October 1971. Biting a child back is not 4. the solution to biting behavior and, in fact, teaches a child negative attitudes.
- CHILDREN WHO BITE. Wheatstalk, February & March 4992. Guidelines to observing the biting 5. child and five key points to consider in solving the problem.
- WHEN CHILDREN BITE. Christine M. Todd. Family Day Care Connections, Changing the 6. situation, teaching alternative behaviors, supervising closely, and praising appropriate behavior are a few things to do to eliminate biting.
- CHILDREN WHO BITE. Donna Wittmer, Ph.D. Scholastic Pre-K Today, March 1992. The 7. author lists reasons for biting behavior and solutions for the individual causes. Strategies are specific to a biting situation in a child care center setting.
- DISRUPTIVE BEHAVIOR IN GROUP CARE DOES IT HAVE TO MEAN GOODBYE? BANANAS, ·8. April - May 1993. As feelings escalate after a biting situation, it sometimes seems the only answer is to exit the troublesome child from your group.
- HOW TO HANDLE A BITER. Mel Friedman & Ellen Weiss. Parents, October 1992. Biting is 9. scary for the biter and the person who is bitten. Some does and don'ts on dealing with a biter.
- Q & A SAFETY...Treatment for a human bite. Parents', November 1993. 10.
- HOW TO HANDLE BITING AND TOILET TRAINING. Bill Carver. Texas Child Care, Fall 1992. 11. The most successful technique for stopping biting requires "nipping it in the bud", eye contact . and a firm "no".
- TOILET-TEACHING. Roberta Israeloff. Parents', August 1992. Sound advice on how to 12. approach this new stage in the child's maturation, i.e., "Sometimes you have to take a step back in order to go forward", and "Remember that the point isn't simply to teach your child to use the potty but, rather, to give her a feeling of pride so that she feels good about herself, her body, and her relationship with you."







- 13. Q & A BEHAVIOR...How can I toilet-teach a child who resists it? Lawrence Kutner, Ph.D. Parents', May 1994. The author always asks his audiences for a show of hands from adults who never got out of diapers; it doesn't really matter at what age the child masters the potty.
- 14. TOILET LEARNING. Alice Sterling Honig. Day Care and Early Education, Fall 1993. Twenty tips for parents and providers that present the child's point of view and may help the adult rethink timetables for the process.
- 15. BED-WETTING CURES. Barbara J. Berg, Ph.D. *Parents'*, November 1991. As children learn to control bed-wetting, they can also develop feelings of self-confidence that can last a lifetime. Or they can be miserably ashamed, depending on how the adults around them handle the situation.
- 16. WHAT'S BEHIND BEDWETTING? Working Mother, October 1987. Heredity is by far the greatest cause of bed-wetting. Other factors that can cause late bladder control.
- 17. "WE HAVE A PROBLEM." Jane Marks. *Parents'*, February 1990. Seven-year-old Tim, bright and mature, still wets the bed. First-person accounts from mother and counselor.
- 18. BATHROOM TIME MADE EASIER. Scholastic Early Childhood Today, August/September 1993. Sometimes strange tollets and "scary" bathrooms are the stumbling blocks to toilet training.
- TOILET TRAINING REFUSAL: AVOID THE BATTLE AND WIN THE WAR. Barton D. Scmitt, MD. Contemporary Pediatrics, December 1987. Overly aggressive toilet training can backfire and sometimes cause a "battle of the bowels".
- 20. WHAT IS APPROPRIATE CURRICULUM FOR INFANTS AND TODDLERS? Magda Gerber. Infants: Their Social Environments. NAEYC. "Appropriate curriculum for infants should not be special teaching plans added to daily activities, but rather it should be built into the infant's every experience."
- 21. JOYFUL VOICES: FACILITATING LANGUAGE GROWTH THROUGH THERHYTHMIC RESPONSE TO CHANTS. Rita Buchoff. *Young Children*, May 1994. Jump rope chants and camp humor can be expanded for movement and rhythm fun.
- 22. CLASSIC CLUBHOUSE. Maggie Megaw. Family Fun, June/July 1994. Building plans and instructions for a clubhouse kids and adults can build together.
- 23. BACKYARD LEAN-TO. Family Fun, June/July, 1994. Design and how-to for a hide-out kids can lash together themselves.
- 24. HOW TO BEAT THE SUMMER BLAHS. Lynn Kotrosits. *Parents'*, July 1988. "Do-it-themselves" activities for old-fashioned fun, i.e., publishing a newspaper, a penny carnival, puppet shows, and scavenger hunts.
- 25. MY OWN PUMPKIN PATCH. Maggie Megaw. Family Fun, June/July 1994. Choosing and preparing the site, and tending it through to harvest.
- 26. QUICK COOL-OFF GAMES. Barbara Rowley. Family Fun, June/July 1994.



- 27. IS YOUR CHILD READY FOR TOILET TRAINING? Paul Renelt. Catholic Family Life Insurance. Brochure. Lists three areas of development to eveluate for signs of readiness, helpful hints and other sources of help when toilet training.
- 28. TOILET TRAINING HELP. Parents Anonymous. Brochure. Toilet training can bring out the worst in adults. Knowing when to start and a few tips for preparing oneself for the job can save wear and tear on the whole family.
- 29. HEY COACH! WINNING WAYS WITH YOUNG ATHLETES. Wisconsin Committee for Prevention of Child Abuse. For coaches, parents, camp staff and activity leaders to help give children a positive experience in sports. (May order multiple copies.)
- 30. BUILDING FOR THE FUTURE: NUTRITION GUIDANCE FOR THE CHILD NUTRITION PROGRAMS. Prepared by the Nutritional and Technical Services Division, Dept. of Agriculture. This is the same book that is distributed to participants in the Child and Adult Care Food Programs.
- 31. TEACHING PRESCHOOLERS TO BE FIRESAFE. National Fire Protection Association. Children 5 and under are twice as likely to die in fires as are older children and adults. This brochure includes activity ideas for teaching preschoolers how to escape a fire instead of trying to hide from it.
- 32. BURN PREVENTION TIPS. Shriners Burns Institutes. 25-page booklet on household and camping fire hazards and safety tips.
- 33. BABY DEAR, CAN YOU HEAR? DEPT. OF HEALTH & SOCIAL SERVICES, Wisconsin Program for Children With Special Health Care Needs. A speech and hearing development checklist. How to use it and what to do if a hearing problem is suspected.
- 34. WHEN SCHOOL'S OUT AND NOBODY'S HOME. Peter Coolsen, M.S.W., Michelle Seligson, M.Ed., and James Garbarino, Ph.D. National Committee for Prevention of Child Abuse. Children in self-care also need to enjoy a safe and rewarding vacation time. This 53-page booklet identifies various types of programs for communities to initiate, resources and people to access in creating such programs.
- 35. CHILD DISCIPLINE: GUIDELINES FOR PARENTS. Gary May, M.D. National Committee for Prevention of Child Abuse. A 23-page booklet discussing different parenting styles and explaining how discipline works and why it may not.
- 36. GROWTH AND DEVELOPMENT THROUGH PARENTING. Elizabeth Elmer, M.S.S. National Committee for Prevention of Child Abuse. This 27-page booklet highlights the changing roles of the parent as the child grows and develops; parenting techniques for four stages of child development; the responsibities and feelings of parents.
- 37. WHAT EVERY PARENT SHOULD KNOW. Thomas Gordon, Ph.D. National Committee for Prevention of Child Abuse. A 23-page booklet by the author of Parent Effectiveness Training. Explains how parents can better understand a child's behavior, avoid a power struggle with children, and change their behavior without punishment.





- 38. <u>SURVIVAL KIT FOR TEACHERS AND PARENTS.</u> Myrtle Collins & Dwayne Collins. A dictionary of preschool problem behaviors and solution options to choose from.
- 39. YOUR CHILD AT PLAY: ONE TO TWO YEARS. Marilyn Segal & Don Adcock. Some helpful ideas for making toilet time enjoyable and tips for handling conflicts.
- 40. PRACTICAL SOLUTIONS TO PRACTICALLY EVERY PROBLEM. The Early Childhood Teacher's Manual. Steffen Saifer. Children who bite are usually frustrated and act impulsively. The chapter on biting offers ideas for preventing the problem and dealing with an existing problem.
- 41. <u>HELP! FOR PARENTS OF CHILDREN 6 TO 18 MONTHS.</u> Jean Illsley Clarke/Montz/Popp/Salts. Problems and solution tips from parents and providers. Biting and toilet training at this early age are also dealt with.
- 42. <u>HELP! FOR PARENTS OF CHILDREN 18 MONTHS TO THREE YEARS.</u> Clarke/Davenport/Houtz/Lawrence. Practical advice from parents and caregivers.
- 43. <u>HELP! FOR PARENTS OF CHILDREN 3 TO 6 YEARS.</u> Clarke/Grevstad/Hansen/Paanenen/Weiss. Strategies for dealing with regression in toilet training and other problem behaviors.
- 44. TOILET LEARNING: THE PICTURE BOOK TECHNIQUE FOR CHILDREN & PARENTS. Alison Mack. Preparing yourself for toilet teaching is as important as preparing the child; fathers also need to be involved in the teaching; how to tell when the child is "ripe" for learning. Color illustrations and accompanying discussion tips.
- 45. GOING TO THE POTTY. Fred Rogers. A picture book of photos about how babies progress from diapers to potty chairs to toilets. Accidents are dealt with in a non-judgemental way.
- 46. <u>WITHOUT SPOILING AND SPANKING.</u> Elizabeth Crary. A chapter on toileting accidents offers specific tips on how to prevent the problem, solve it, and what *not* to do. Biting and other problem behaviors are also addressed.
- 47. <u>AGES AND STAGES.</u> Karen Miller. From infancy to age six: the self-help skills that should be evident before one can expect success in toilet training, feeding and other changing task areas.
- 48. <u>TODDLER DAY CARE</u> Robin Lynn Leavitt/Brenda Krause Eheart. Toilet training in a child care setting can pose different risks of infection than at home. Health concerns and good sanitation practices are addressed.
- 49. <u>TO LISTEN TO A CHILD.</u> T.Berry Brazelton. Bedwetting and when to start worrying about it, basic toilet training, and letting the child take over the process.
- 50. A PRACTICAL GUIDE TO SOLVING PRESCHOOL BEHAVIOR PROBLEMS. Eva Essa. Pant wetting: what triggers it, when it occurs and how the child feels about it.

For more books on toddlers and child development, request the booklists, BL-6 (Child Development) and BL-17 (Infants, Toddlers and Twos).



IDEAS

Summer brings the need for a greater variety of activities to accommodate changing weather and levels of energy. When the afternoon gets hot and humid, we're sometimes all just too pooped to make the effort to be busy and purposefully occupied. So that's when we watch bugs and clouds, swing in the hammock, seek out the lower branches of a pine tree, tell stories, learn to whistle with grass blades, braid dandelion chains, or look for four-leaf clovers. These ideas will help in that all-important lolling around.

PUZZLE JARS

Fill a plastic jar with water or salad oil to within 2" of the top. On the inside of the lid, place a small wad of clay.

Variation 1: Stick the bottom of a lidless spice jar into the clay so it is firmly attached to the plastic jar lid. Drop a quarter, dime, nickel and five pennies into the plastic jar and screw on the lid. Now upend the plastic jar and try to capture the floating coins in the spice jar. Points can be tallied, equivalent to the monetary values of the individual coins.

Variation 2: Open a paper clip into an L-shape. Push the short side of the "L" firmly into the clay on the jar lid. The long side should be perpendicular to the lid. Drop into the jar things that have large holes in them, i.e., sinkable beads, colored paper clips, rings, washers or nuts. Screw on the lid and up-end the jar. Try to thread the items onto the paper clip spindle.

MAGNETIC BOARDS

Another activity that can be done while lying on your back, is arranging and playing with magnetic letters, figures, and refrigerator magnets on a metal cookie sheet. Request from your local refrigerator repairman, an old magnetic strip from the door sealer strip, an often replaced part. These long strips will hold paper to the cookie sheet so that one can draw while lying down as well. Shorter pieces can be used to make your own figures by gluing them to the back of blocks, plastic animals, paper dolls or magazine pictures (glued to cardboard for firmness), or even pencils and crayons.

COLLECTIONS

Summer is a great time for starting a collection, be it bugs or buttons. Most ages can enjoy this activity and expand it throughout the season. One resource for a specialized collection is The Duck Stamp Story, a free brochure about how collecting these unique stamps also helps preserve wetlands and wildlife refuges. Contact: S. James, Consumer Information Center - 3D, P.O.Box 100, Pueblo, CO 81002. (Item 581Z) Another collecting prop is a flower press. If you don't want to press flowers and four-leaf clovers between the pages of a large little-used book volume, you might try taking two 5" x 7" pieces of plywood laid on top of one another. Drill holes in all four corners to accommodate four 2" long screws and wingbolts. With scissors, snip off the corners of four or five layers of 5" x 7" cardboard to fit between the plywood pieces. Lay your flowers in tissue paper between the cardboard pieces and tighten the screws. The length of time needed to dry completely depends on the size and density of the plant.

WOVEN MATS AND BALLS

Good conversations happen during this activity which can be a "pick-up" project for months to come. With scissors, cut the cardboard from a box or back of a tablet or notebook. Cut 1/2 inch long notches on two opposite sides, about 1/2 " apart. You will need a selection of yarn scraps in various colors. Tie a knot in the end of the yarn of choice, leaving a trailer of several inches. Hook the knot in the first notch and wrap the yarn around and around the card, hooking it through the notches. Tie another knot at the last notch, ending on the same side as you began and leaving a trailer of several inches. Make a needle to hold the yarn to be woven by cutting a large needle-shaped piece of plastic milk jug, about 3" by 1/2". Make the "eye" by using a hole punch or a fingernail scissors. Use a fork to adjust and push the yarn into place after weaving it across the line of threads. When the entire board is covered, turn it to the back side and cut the yarn down the middle. Release the yarn from the notches carefully. Tie the threads together, two and two, knotting them close to the woven body so as to hold it in place.

Variation 1: Notch a cardboard circle, wrapping the yarn across and around the circle, creating wheel spokes. Starting in the center, where it is impossible to go over and under each thread, go over and under several threads at a time until you reach a less dense area and can begin the single thread weaving process. When the card is full, cut through the threads on the back and tie off as before. The fringe can be trimmed evenly to the length desired.

Variation 2: Follow instructions for Variation 1 but don't cut the threads. Continue the weaving process on the back of the card, starting at the edge of the card instead of the center. Continue weaving until a 2" opening is left in the center. Cut the center threads and knot. Carefully cut the cardboard in pieces and pull them out through the hole created after cutting the threads. Stuff the yarn "balloon" with fabric scraps or polyfill and adjust the yarn to accommodate the gap where the yarn had been looped through the cardboard notches. Knot the center tassles together to close the hole, creating a soft ball for baby, kitty, or inside play.

Variation 3: If it is too hot and sticky to work with yarn, try cutting up fabric strips, 1/4" to 1/2" wide, depending on the thickness of the fabric. Use string as your foundation thread, instead of yarn, as it is strong enough to tolerate the fabric. Weave in the same manner as with the yarn. To keep the sides of the weaving neat, end and start each new yarn or fabric piece in the middle of a row.

For non-weavers or pre-weavers: Cut a piece of cardboard 2"x 5" long. Cut a notch in the center of the long edge. Hook the end of a long piece of yarn in the notch and start wrapping the yarn around the cardboard, staying in the center area. Change colors if you like. When the wrap is approaching 1/2 " thickness, slide a threaded plastic needle (as made in the main directions) between the yarn and the cardboard, keeping one end on the right side of the yarn wrap and releasing the other end on the left side. Remove the needle and tie the yarn ends together tightly along the lower edge of the card. Cut the yarn along the upper edge of the card. The yarn should burgeon out like a blossom. Threading a pipecleaner through the "blossom" and twisting it shut, makes a flower; tying several "blossoms" together makes a yarn ball.

-by Lita Kate Haddal CCIC Child Care Specialist



RESOURCES ELSEWHERE

NEWSLETTER FOR AT-HOME FATHERS, Full-Time Dads Newsletter, P.O.Box 12773, St.Paul, MN 55112-1773.

QUARTERLY NEWSLETTER FOR TEACHERS AND SERVICE PROVIDERS, *Inclusion Times: for Children and Youth with Disabilities.* \$29.95/year. Contact: Editorial Projects in Education, 1-800-346-1834.

MULTICULTURAL CHILDREN'S BIMONTHLY JOURNAL, *Skipping Stones.* Artwork and writing by youth and adults around the world. Recipient of the 1993 EdPress Distinguished Achievement Award for Excellence in Educational Journalism. Contact: Skipping Stones, P.O.Box 3939, Eugene, Oregon 97403-0939. Phone: (503) 342-4956.

A NATIONAL ORGANIZATION FOR EARLY CHILDHOOD ADMINISTRATORS, Early Childhood Directors Association, has a toll-free number to respond to questions and concerns from administrators and directors and a monthly newsletter. Contact: ECDA, 450 N. Syndicate, Suite 5, St.Paul, MN 55104-4125. Phone:(800)-YAK-ECDA.

FREE QUARTERLY NEWSLETTERS, BROCHURES, CATALOGS AND QUANTITY DISCOUNTS for support groups and organizations. Contact: REDLEAF PRESS, Association Materials Dept., 450 North Syndicate, Suite 5, St. Paul, MN 55104-4125.

FREE PUPPET PRESENTATIONS. Nationally recognized puppet program *Kids on the Block* performed for schools, camps, day care centers and groups. Contact: Epilepsy Center South Central (Columbia, Dane, Dodge, Juneau, Richland, Sauk counties), (608) 257-5759; Epilepsy Association of Southern Wisconsin (Grant, Green, Iowa, Jefferson, LaFayette, Rock & Walworth counties), (608) 755-1821; Epilepsy Center Western Wisconsin (Barron, Chippewa, Dunn, Eau Claire, Pierce, Rusk, St.Croix counties), (715) 834-4455; Midstate Epilepsy Association (Lincoln, Marathon, Portage, Waupaca, Wood counties), (715) 341-5811.

FREE ORTHOPAEDIC AND BURN CARE for children up to age 18 years, at the 19 Shriners Hospitals for Crippled Children and 3 Shriners Burns Institutes. Phone: (800) 237-5055.

FREE CHILD ABUSE AND NEGLECT PREVENTION RESOURCE PACKET contains materials to help community groups develop abuse prevention programs. Contact: National Clearinghouse on Child Abuse and Neglect Information, P.O.Box 1182, Washington, DC 20013-1182. Phone: (800) FYI-3366, or (703) 385-7565.

STARS IN YOUR EYES: A GUIDE TO THE NORTHERN SKIES. *Dept. of Defense.* (item 138Z) A 23-page booklet on how to find the 7 best known constellations and a explanation of how they were named. \$1.50. Contact: R. Woods, Consumer Information Center - 3D, P.O.Box 100, Pueblo, CO 81002.



We should all be concerned about the future because we all have to spend the rest of our lives there.

-Charles J. Kettering.

FREE JUNIOR RANGER/WISCONSIN EXPLORER ACTIVITY BOOKLET available to educators or youth leaders for one-to-one adult/child interaction to build an understanding of the environment and foster a sense of stewardship. A patch and certificate are awarded when half of the activities are completed and the check sheet is turned in. Jr. Ranger is for children Kindergarten to third grade; Wisconsin Explorer, grades fourth and up. Write to: JR/WE, Bureau of Parks and Recreation, Dept. of Natural Resources, P.O.Box 7921, Madison, WI 53707. Phone: (608) 266-0229.

FREE WISCONSIN TRAVEL LITERATURE. Auto tours book with 25 different routes in Wisconsin. Contact: Travel Info Center, (800) 372-2737.

FREE 1994 SPRING & SUMMER EVENTS GUIDE. Daily guide, April - September, of events throughout Wisconsin and the telephone numbers of all the visitors bureaus in the state. Contact: Travel Information Center, (800) 372-2737.

FREE FISHING DAY in conjunction with the annual Wisconsin State Parks Open House. 1994 date is Sunday, June 5. Free admittance to all state parks and free fishing. Contact: Theresa Stabo, FM/4, DNR, P.O.Box 7921, Madison, WI 53707. Phone: (608) 266-2272. General park info: (608) 266-2181.

POSITIVE PARENTING: TIPS ON DISCIPLINE. Free 51-page booklet with advice on how to recognize and deal with stages in your child's development, i.e., toilet training, temper tantrums, bedtime. Easy-to-read format. Colorful artwork. Order singly or as a part of the free *Positive Parenting Kit*. Contact: Children's Trust Fund, 110 E. Main St., Madison. WI 53703. Phone: 1-800-262-9922, or (608) 266-6871.

WHAT'S THIS STUFF? A PARENT'S GUIDE TO COPING WITH PICKY-EATERS. Free brochure with ten tips on how to tempt the picky eater, pitfalls to avoid and how to make the most of snack time and juice drinks. Contact: Ocean Spray Cranberries, Inc., Lakeville-Middleboro, MA 02349. Phone: 1-800-662-3263.

GIANT BROWN PAPER BAGS for life-size puppets, costumes, pop-up dramatic play. 6 for \$3.75. 4" X 4" SILVER FOIL SQUARES, lined with colored paper. 1,000 sheets for \$2.50. Both items from Creative Educational Surplus, 9801 James Circle, Suite C, Bloomington, MN 55431-2919. Phone: 1-800-886-6428.



To borrow a new video, call CCIC and request by number. Let us know if you want to schedule a tape for a specific date or if you need it to arrive (or not arrive in the case of summer vacations) within a certain time period. A BIG THANKS TO ALL OF YOU RETURNING YOUR TAPES PROMPTLY!

ADMINISTRATION

FOUNDATION FOR BEING A SUCCESSFUL DIRECTOR. Early Childhood Directors Association. 51. Panelists: Rich Reeder, moderator; Patricia Hedberg, Sandra L. Davis, Sue Baldwin. St. Paul, MN: Early Childhood Directors Association, 1993. VHS, color, 37 min. + study guide.

Good, practical, understanding advice for child care directors on handling stress, dealing with difficult people, taking care of yourself, and empowerment, from a business professor, a management consultant, and the Executive Director of the Early Childhood Directors Association, herself a former center director.

52. EARLY CHILDHOOD ENVIRONMENT RATING SCALE: VIDEO OBSERVATIONS. By Thelma Harms, Jana Fleming, Debby Cryer. New York: Teachers College Press, 1991. VHS, color, 21 min. + video guide & training workbook + instructor's guide.

ECERS consists of 37 items selected to provide a comprehensive assessment of the group care environment for children from birth through kindergarten, including organization of space, interaction, activities, schedule, and provisions for staff and parents. In order to help you practice scoring, this tape shows you six observations, with instructions after each observation to stop the tape and score the item, and then restart the tape to find out the correct ECERS score with an explanation and suggestions for further questions. Tape can be used for self instruction or with an instructor, and to train self-evaluators or outside evaluators.

FAMILY DAY CARE RATING SCALE: VIDEO OBSERVATIONS. By Thelma Harms, Jana 53. Fleming, Debby Cryer. New York: Teachers College Press, 1991. VHS, color, 26 min. + video guide & training workbook + instructor's guide.

FDCRS consists of 40 items selected to provide a comprehensive assessment of the family day care environment for children. Same format as above tape.

INFANT/TODDLER ENVIRONMENT RATING SCALE: VIDEO OBSERVATIONS. By Thelma 54. Harms & Debby Cryer. New York: Teachers College Press, 1990. VHS, color, 24 min. + video guide & training workbook + instructor's guide.

ITERS consists of 35 items selected to provide a comprehensive assessment of the group care environment for children from birth to 2-1/2 years of age. Tape follows the same format as ECERS: Video Observations.

CHILD ABUSE AND NEGLECT

CARING FOR PRETTY SPECIAL CHILDREN. Produced by South Carolina Educational Television Network. Columbia, SC: SC ETV, 1987. 6 VHS, color, 15-min. videocassettes.

This series uses a fictitious child care center, composite characters, and a dramatic format to show teachers how to work with children who have been abused and/or neglected. The programs can be arranged in any order. Hosted by Alaina Reed of Sesame Street.

- 55. Tape 1: Overview
- 56. Tape 2: Children Who Are Abused: Why They Act the Way They Do
- 57. Tape 3: Guiding Special Children in a Group
- 58. Tape 4: Professional Behavior
- 59. Tape 5: Indicators of Child Abuse and Neglect
- 60. Tape 6: Working with the Parents of Special Children

The best teacher is the one whose life is the lesson.



-______uinor unknown

CHILD CARE TEACHERS

61. USING THE NEW CDA OBSERVATION INSTRUMENT. Produced by South Carolina Educational Television for the Council for Early Childhood Professional Recognition. Washington, DC: Council for Early Childhood Professional Recognition, 1993. VHS, color, 25 min.

Instructions for Child Development Associate (CDA) advisors on how to use the new CDA observation instrument. Includes examples for observation practice.

CHILDREN WITH SPECIAL NEEDS

62. BRINGING OUT THE BEST: ENCOURAGING EXPRESSIVE COMMUNICATION IN CHILDREN WITH MULTIPLE HANDICAPS. By Elizabeth Cooley & George Singer. Champaign, IL: Research Press, 1989. VHS, color, 24 min. + workbook.

Tape and workbook explain several ways to enhance expressive abilities in a child with multiple handicaps. Viewers read about a technique, watch examples on the tape, and then stop the tape to answer and discuss questions in the workbook.

CARING FOR PERSONS WITH DEVELOPMENTAL DISABILITIES: A TRAINING PROGRAM FOR 63. RESPITE CARE PROVIDERS. Nancy A. Neef & J. Macon Parrish, producers. Champaign, IL: Research Press, 1988. Set of 6 VHS, color, 3 to 13 min. tapes + program guide.

Summarizes the skills necessary to offer professional respite care in a developmentally disabled child's home. 1. Preparation. 8 min. What to do and find out before the parents leave, plus the 14 most common hand signals. 2. Daily Routines. 9 min. Feeding, toileting, bedtime procedures. Looking for chances to have the child practice skills. 3. Physical/Medical Management. 7 min. Relieving hyperextension, positioning the child, moving the child, administering medicine. 4. Behavior Management. 13 min. Precautions to prevent behavior problems, identifying why the child is misbehaving, appropriately managing misbehavior, protecting yourself from physical aggression, showing a better way for the child to get what he wants and ensuring that problem behavior does not pay off. 5. Emergencies. 10 min. First aid for poisoning, bleeding, choking, seizures, and cessation of breathing. 6. Parent Return. 3 min. Information to share with parents when they return.

THE CHILD WHO IS REJECTED: PLAY PROBLEM INTERVENTIONS. Rae Latham, Christina 64. King, Linda Freedman, producers. Portland, OR: Educational Productions, Inc., 1993. VHS, color, 39 min. + trainer's packet (59 p.) for 4 hr. training unit. This is the 7th and final module of the series Hand-in-Hand: Supporting Children with Play Problems.

Children are rejected when their behavior, appearance, or lack of skills sets them apart from others. This tape shows how positive teacher attitudes and approaches help children build needed skills--awareness of others, ability to share appropriately, and ability to problem solve-which enable them to play with others and develop friendships.

DEVELOPMENTAL MILESTONES: THE PACEER PROJECT. Produced by PACEER Project, Research & Education Planning Center, College of Education, University of Nevada-Reno. Bloomington, IN: Agency for Instructional Technology, 1987. 6 VHS, color, 10-17 min. videocassettes.

Series for child caregivers about the normal development of children from birth to 36 months and the warning signs of developmental delay.

Tape 1. FINE MOTOR AND FEEDING DEVELOPMENT. By Betty Chaya. 12 min. + 14-page 65. user's guide. The normal development of fine motor and feeding skills in young children. Warning signs of

delay. Referral sources.

- Tape 2. GROSS MOTOR DEVELOPMENT. By Pamela Smith. 10 min. + 12-page user's guide. 66. Normal order of development of large muscle skills (sit, roll, crawl, walk, jump, climb stairs) in newborns to three-year-olds. Signs of delay. Professional referral sources.
- 67. Tape 3. SPEECH AND LANGUAGE DEVELOPMENT. By Linda Hobbs. 17 min. + 12-page user's guide. Review of developmental milestones in speech and language from birth to three. Warning signs of possible delay. Referral sources for evaluation if skill and age levels don't match.

Tape 4. IDENTIFICATION OF HEARING LOSS IN SMALL CHILDREN. By Joy Morros. 14 min.
 + 11-page user's guide.
 16% of children 1-3 have fluctuating or permanent hearing loss. Warning signs of possible

16% of children 1-3 have fluctuating or permanent hearing loss. Warning signs of possible hearing loss in children from birth to 36 months. How a child's hearing can be tested by an audiologist with special training in testing young children.

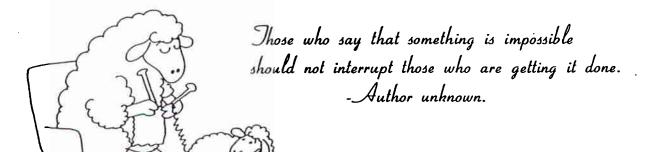
- 69. Tape 5. CURRICULUM PLANNING FOR TODDLERS: HANDICAPPED AND NON-HANDICAPPED. By Yvonne Lienau. 14 min. + 18-page user's guide.

 Handicapped and non-handicapped children playing together at the PACEER play group illustrate ideas--about the physical environment, daily routine and activities, and adult roles and responsibilities--that will work in any program.
- 70. Tape 6. DISCUSSING SCREENING RESULTS WITH PARENTS. By Janelle Mulvenon. 11 min. + 14-page user's guide. The importance of screening all children periodically. How to inform parents that their child might have a delay. The possible reactions of parents to the news that their child might be delayed. Supporting parents in following up on referrals to appropriate services.
- 71. **GETTING IN TOUCH:** COMMUNICATING WITH A CHILD WHO IS DEAF-BLIND. By Elizabeth Cooley. Champaign, IL: Research Press, 1987. VHS, color, 19 min.

Introduces parents and others working with deaf-blind children to some basic principles to help make communication go more smoothly.

72. HOW DIFFICULT CAN THIS BE?: UNDERSTANDING LEARNING DISABILITIES: THE F.A.T. CITY WORKSHOP. By Richard D. Lavoie. Produced and directed by Peter Rosen Productions for Eagle Hill School Outreach. Alexandria, VA: Public Broadcasting Service, 1989. VHS, color, 70 min + guide.

In this workshop, Richard Lavoie puts a group of teachers, social workers, psychologists, and parents through a series of striking simulations to let them experience what it's like to actually be a learning disabled child. Workshop participants and viewers gain enormous insight into the frustration, anxiety and tension that learning disabled children face every day.



LEARNING TOGETHER SERIES. By Robert F. Busch, Ronald Gillam, Shirley Patterson. Produced by the University of Missouri-Columbia Academic Support Center. Columbia, MO: University of Missouri, 1993. Distributed by Learner Managed Designs, Inc., Lawrence, KS.

VHS, color, 9 modules on 4 videocassettes (197 min. total) + Facilitator's guide + Viewer's guide.

The Learning Together series was developed by the Missouri Tikes staff to provide child caregivers with knowledge about child development--especially about adapting and modifying environments and activities for preschool children with disabilities--so that providers can successfully integrate preschool children with and without disabilities into their programs.

73. Tape 1. DEVELOPING TOGETHER/COPING TOGETHER/PLANNING TOGETHER

Developing Together. By Robert Busch. 1990. 17 min.

How the five developmental domains--physical, psychomotor, communicative, cognitive, and social--impact on every child's overall development and how children with disabilities may be affected.

Coping Together. By Marilyn Coleman & Jamie Ruffini. 1990. 19 min.

The unique issues and stresses confronting families with special needs children.

Planning Together. By Shirley S. Patterson. 1990. 26 min.

What makes day care providers hesitate to accept special needs children. How the day care provider can help. How parents and providers can work things out together, and the array of services and support available to help them.

74. Tape 2. TALKING TOGETHER/READING & WRITING TOGETHER

Talking Together. By Shirley Patterson. 1992. 33 min.

Typical and atypical speech and language development. Ways caregivers can facilitate . language learning in everyday situations and promote verbal interaction between children with and without disabilities.

Reading & Writing Together. By Stevie Hoffman. 1991. 17 min.

The natural development of literacy in young children. How to enable and encourage the efforts of special needs children through shared storybook reading and interaction.

75. Tape 3. PLAYING TOGETHER/COOPERATING TOGETHER

Playing Together. By Ronald Gillam. 1990. 24 min.

Why play is better than formal instruction for special needs children. Ways to facilitate play between children with and without disabilities.

Cooperating Together. By Patrick Schloss & Holly Sher. 1991. 22 min.

How children with disabilities learn positive social behavior and how you as a provider can promote group participation and social skills.

76. Tape 4. MOVING TOGETHER/GROWING TOGETHER

Moving Together. By Sherry L. Folsom-Meek. 1991. 21 min.

The value of movement in a child's life. Ways to enhance movement abilities of all children in preschool settings.

Growing Together. By Glenda Kelly. 1991. 18 min.

Medical professionals explain feeding and nutrition problems and special health conditions children with disabilities may have. Recommended procedures for giving medications are demonstrated.

77. PLAY-BASED SPEECH FOR CHILDREN WITH HEARING IMPAIRMENTS. By Martie Martin-Vincent. Tucson, AZ: Communication Skill Builders, 1989. VHS, color, 23 min.

Since language-delayed young children can't be expected to sit and practice speech sounds the way older children do, this tape explains a speech development program in which young children learn through play. Based on the research of audiologist Daniel Ling.

COMMUNICATION

78. COMMUNICATING EFFECTIVELY WITH YOUNG CHILDREN. By Yvonne Gillette. Tucson, AZ: Communication Skill Builders, 1993. VHS, color, 38 min. + quide.

Clearly presented information on communicating with children three or younger, based on the idea that communicating with a child that age means building a partnership with the child. Demonstrates specific principles and strategies of communication by showing real interactions between parents and children.

EQUITY AND DIVERSITY

79. WE ALL BELONG: MULTICULTURAL CHILD CARE THAT WORKS. Australian Early Childhood Association, 1989. St. Paul, MN: Redleaf Press, 1993. VHS, color, 27 min. + trainer's guide.

An inside look at an Australian child care center where staff succeed in embedding authentic cultural diversity in every aspect of their care for children. Pam Schurch, the program director, outlines their key principles and methods while we see children, staff members, and parents experience the reality of an environment and program where all feel mutually supported and respected.



Good health involves more than medical care. Being healthy also means being safe.

-from Starting Points, the Report of the Carnegie

Jash Jorce on Meeting the Needs of Young Children.

HEALTH AND SAFETY

80. HEALTHY CHILD CARE: IS IT REALLY MAGIC? With Audrey Smith, Tracy Burns, Susan Aronson. Written and produced by Health Professionals in Child Care. Oakland, CA: HPCC, 1987. VHS, color, 38 min. + guide.

Magical, funny Mother Spiff shows an infant-toddler caregiver how to cut illness way back by improving hygiene. This enjoyable tape also features Dr. Susan Aronson, nationally recognized authority on child care health, and covers the basics of health for both centers and family child care homes.

INFANTS AND TODDLERS

81. TIME WITH TODDLERS: TRAINING FOR CAREGIVERS. By Margie Carter and Kidspace Childcare Center. Produced by Jan Reed. Kidspace Childcare Center, 1991. VHS, color, 23 min. + trainer's guide.

This tape attempts to remove the bad rap toddlers often get and replace it with delight, respect and appreciation. It offers a realistic look at typical toddler behavior in group settings, explained from a toddler's point of view. Excellent way to remind yourself why toddlers do what they do and see some recommended caregiving interactions.

PARENTING

MISTER ROGERS VIDEOTAPES. By Fred Rogers. Alexandria, VA: Public Broadcasting Service, 1988.

82. LET'S TALK ABOUT A VISIT TO THE EMERGENCY DEPARTMENT. Produced by Family Communications, Inc., 1982. VHS, color, 20 min.

Mister Rogers visits the triage, x-ray and suture areas, and waiting room of a hospital emergency department. The doctors and nurses show and tell him reassuring things about a simple exam, an x-ray, getting stitches, and other common procedures.

83. LET'S TALK ABOUT WEARING A CAST. Produced by Family Communications, Inc., 1976. VHS, color, 20 min.

In this program for children who must wear a cast, Mister Rogers has a cast applied to his arm and then removed so children can see just what happens. The tape also has segments showing children with casts doing many things for themselves and enjoying life while they heal.

84. MISTER ROGERS TALKS WITH PARENTS ABOUT COMPETITION. With Fred Rogers, Tom Cottle, Susan Stamberg. Produced by Family Communications, Inc., 1981: VHS, color, 58 min.

Fred Rogers, psychologist Tom Cottle, Susan Stamberg of National Public Radio, and an audience of parents take a close look at what competition means and the deep feelings it can arouse in children and their parents.

85. MISTER ROGERS TALKS WITH PARENTS ABOUT DISCIPLINE. Produced by Family Communications, Inc., 1982. VHS, color, 28 min.

Fred Rogers and a group of parents discuss the issue of discipline: how much is too much, will a child who's being punished still love his or her parents, how can you make a child understand that the limits a parent sets are for the child's own good?



86. MISTER ROGERS TALKS WITH PARENTS ABOUT MAKE-BELIEVE. Produced by Family Communications, Inc., 1982. VHS, color, 28 min.

Make-believe is the essence of children's play and in this tape Fred Rogers talks to parents about the ways they can encourage their children's capacity for imagination and playfulness and how exposure to creativity helps children in many aspects of growing up.

87. MISTER ROGERS TALKS WITH PARENTS ABOUT PETS. Produced by Family Communications, Inc., 1982. VHS, color, 28 min.

How can children share the responsibility for pet care? What is the best way to explain to children the death of a pet? Fred Rogers and a group of parents talk about the complex relationships between children and pets and the ways parents can use those relationships to help their children.

88. MISTER ROGERS TALKS WITH PARENTS ABOUT SCHOOL. With Fred Rogers, Ellen Galinsky, Sandy Hill. Produced by Family Communications, Inc., 1979. VHS, color, 58 min.

Author-educator Ellen Galinsky joins Fred Rogers, a studio audience, and callers from around the U.S. in a discussion of children's expectations and attitudes about going to school. Includes a few reassuring excerpts from Mister Rogers' Neighborhood.

When you speak, you give life to the words-And those words live on-

so take care when you speak.

TOUCHPOINTS: THE BRAZELTON STUDY. Created & hosted by T. Berry Brazelton. New York: Goodtimes Home Video, 1991. 3 VHS, color tapes.

Touchpoints are the predictable times which precede rapid outbursts of learning for both child and parent. In these videos for parents, Dr. T. Berry Brazelton talks with 12 families over a two-year period in order to help them and the parents viewing the tapes anticipate and work through crucial touchpoints in their children's early years.

- 89. TAPE 1. PREGNANCY, BIRTH AND FIRST 4 WEEKS OF LIFE. 47 min.

 Deals with the key issues of pregnancy, delivery and the first few weeks of life, including newborn assessment, crying and calming, attachment, and the process of becoming a family.
- 90. TAPE 2. FIRST MONTH THROUGH FIRST YEAR. 45 min.

 Months 1-4 cover issues concerning communication and adjusting to being a parent. Months
 5-8 cover cognitive and motor development, feeding and sleep. Months 12-15 cover negativism, tantrums and teasing.
- 91. TAPE 3. ONE YEAR THROUGH TODDLERHOOD. 50 min.

 Covers sibling rivalry: how to prepare for rivalries before the birth of your child, dealing with the new baby, regression and how to "stay out of it". Also covers discipline: spoiling, learning from limits, teasing, and consistency. Final segment covers toilet training.

PUBLIC POLICY AND YOUNG CHILDREN

92. WORTHY WAGE DAY PRE-RALLY PEP RALLY. On Being an Advocate. By Pat Mapp. On Being an Activist. By Shag Norman. Madison, WI: CCIC, 1994. VHS, color, 22 min. + worthy wage fact sheet.

Rousing speeches from Worthy Wage Day, April 21, 1994, in Madison, Wisconsin. Includes an invoice made out to Governor Tommy Thompson for \$265,800,000, the amount by which child care providers have subsidized Wisconsin child care over the past year through their low wages.

93. LEGISLATIVE FORUM: FINANCING THE CHILD CARE SYSTEM: A PUBLIC/PRIVATE PARTNERSHIP. Madison, WI: CCIC, 1994. VHS, color, 74 min. + handouts.

Hearing held in the Wisconsin state capitol on April 21, 1994, the 3rd National Worthy Wage Day. State Representatives Tammy Baldwin and Antonio Riley, State Senator Gwen Moore, and numerous child care professionals and advocates detail the present funding crisis and strongly urge the Wisconsin State Legislature to establish a Legislative Council Study Committee on Financing the Child Care System. Lots of good arguments to use in your own advocacy efforts.

94. READY TO LEARN: A MANDATE FOR THE NATION. By Ernest L. Boyer. Washington, DC: NAEYC, 1992. VHS, color, 34 min.

Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, lays out what the U.S. must provide to make it possible for every child to enter school "ready to learn": a healthy start, quality preschool, empowered parents, family-friendly workplaces, television that enriches rather than degrades, neighborhoods for learning, intergenerational connections, and schools that accept and celebrate children as they are.

-Compiled and annotated by Glenna Carter, CCIC Librarian.

REQUEST OUR <u>AV-LIST</u> AND <u>AV-UPDATE/93</u> to complete your list of videos and cassettes available to borrow from CCIC.



Violence, crime, drug addiction, all the main problems of Western post-industrial societies, have to do with child rearing,

and we could,



if we wanted to, do it better.

-Penelope Leach.

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VSA WIS EARLY CHILDHOOD SETS SAIL



by Cyndie Meinholz-Rauls

A new Early Childhood program for Very Special Arts Wisconsin was launched with much excitement in January, 1994. With sails in place, the program took aim at meeting the needs of young children with disabilities (aged 4-6) and their educators. Using a 'full circle' approach, VSA WIS Early Childhood provides training for Early Childhood educators in developmentally appropriate arts activities and adaptive arts techniques, offers research such as reading materials, tools and consultations to supplement the daily curriculum, and provides artists to bring hands-on experiences into mainstreamed learning situations.

The VSA WIS Early Childhood program offers exploration in movement, music, creative dramatics, visual art and language art to promote language facility and communication, as well as to foster a positive self-concept in each young participant. In its maiden voyage, the VSA WIS Early Childhood program services Madison, Milwaukee and Wausau areas reaching a total of 44 teachers while directly and indirectly impacting more than 500 children, approximately 180 of whom have disabilities.

With the 1994-95 school year in sight, the VSA WIS Early Childhood program continues to develop the vast possibilities created when the arts, young children with disabilities and their educators are brought together.

Ed. note: To contact VIS WIS, phone (608) 241-2131, or write, Very Special Arts Wisconsin, Inc., 4797 Hayes Road, Suite 202, Madison, WI 53704.



VERIFICATION LABELS



Any child care training you receive should be recorded. It can count toward inservice hours, licensing hours and a different rung on the Wisconsin Early Childhood Career Ladder. Peter Deakman, of *The Registry*, tells of a new system they will be using to make this recording process simpler. A self-adhesive label with a bar code not unlike what is read at the grocery store checkout line, will be passed out at the end of many workshops and during conferences.

United Federation of Planets Getting Your Center To Warp Speed

05/05/94 2.5 DAP



"All you need do is stick your earned label to your DHSS Continuing Ed/Inservice Staff Record and you are done. The frustrating process of getting signatures, remembering dates, filling out forms, and keeping track of paper is over. Well, maybe not over, but it has certainly been made easier."

Contact *The Registry* for more information on creating your own early childhood training record. If you are presenting a workshop for more than 25 people, you can receive labels by calling or writing to the address below:

The Registry, 2517 Seiferth Rd. Madison, WI. 53716-1688) 222-1123

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- Circulate this newsletter to all staff, from directors to assistant teachers. Give everyone a chance to read it and order materials useful to them. Feel free to duplicate the newsletter if more copies are needed for your staff. To keep track of your routing, use the list below:

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